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ABSTRACT

This manual provides recommendations for developing, implementing, and using the Common Core Units in Business Education (CCUBE)--instructional materials, methodologies, and strategies for implementing the sixteen Common Core Competencies of the California Business Education Program Guide for Office and Distributive Occupations. Contents include a definition and discussion of personalized instruction, suggestions for integrating CCUBE into business curriculum, outline of staff requirements, description of content of CCUBE materials, suggestions for planning reproduction of materials, listing and description of equipment and facilities needed, and discussion of classroom management, grading and credit, and management of student records. Appended materials and forms are intended to aid in developing a management strategy for the implementation of CCUBE into a departmental program. They include a fact sheet on personalized instruction; facility diagrams of two high schools; guidance sheets on men's and women's grooming, oral communications, and adding machine; record keeping forms; and materials reproduction guide. (YLB)

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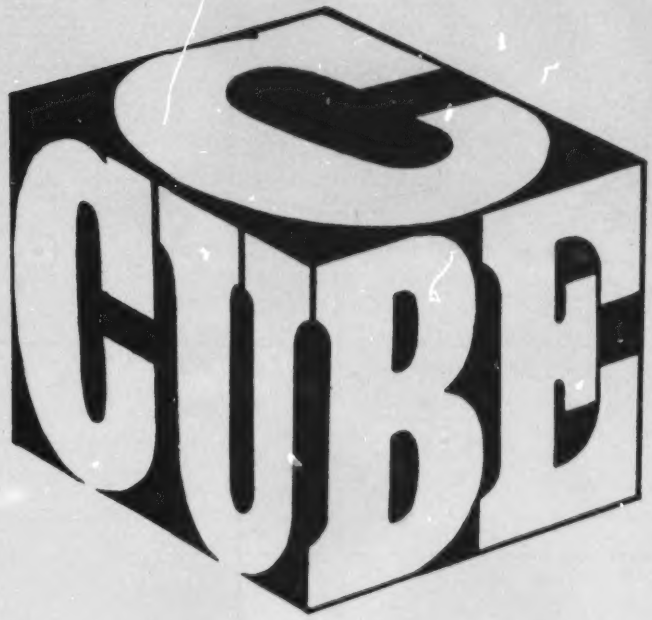

Common Core Competencies in Business Education

STRATEGIES MANUAL

by

The CCUBE Task Force

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

In 1975 the Bureau of Business Education contracted with the Contra Costa County Office of Education to develop instructional materials and related strategies for implementing the Common Core competencies of the California Program Guide for Office and Distributive Occupations. The completed materials, called "CCUBE," were written by practitioners in business education who operate competency-based programs. Their contributions are based upon extensive experience and field testing.

The purpose of this Strategies Manual is to share with you some of the authors' recommendations for developing and implementing the Common Core curriculum. You may use CCUBE in whole or in part--it is for you, the teacher, to determine how CCUBE can best serve your students.

The Bureau wishes to thank the following authors who have given so freely of their time and energies in order to help you provide quality instruction in the Common Core:

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CCUBE STRATEGY MANUAL

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CCUBE STRATEGIES MANUAL

WHAT IS CCUBE?

CCUBE - Common Core Units in Business Education - is an innovative approach to competency-based instruction. It includes instructional materials, methodologies and strategies for implementing the 16 Common Core competencies of the California Business Education Program Guide for Office and Distributive Occupations (CBEP).

PERSONALIZED INSTRUCTION

CCUBE is designed to facilitate and enhance personalized instruction. It is therefore appropriate that we agree on a working definition of personalized instruction. Let's begin by reexamining the need for a personalized approach to teaching.

Learning occurs when a student is exposed to information. Though this is an oversimplification, we do know that students respond differently to a particular learning situation. Some students learn quickly because they are eager to learn and have a background which has prepared them to understand the material you are teaching. Other students, while motivated, have difficulty because they lack the background and experiences necessary for the immediate understanding of the concepts you have presented. Finally, there are students who learn slowly because they possess neither the motivation nor the aptitude for learning certain skills quickly.

So, learning is a personal experience for each student. The pace at which our students learn and the way in which the information to be learned is presented, must vary with each student's readiness to learn. And, each student's readiness to learn varies with his or her background, motivation, abilities and aptitudes.

Our role as teachers is to identify the individual differences among our students and accommodate them by providing personalized learning experiences for each student at a pace which is appropriate for that student. This, then, is the rationale for personalizing instruction.

Of course, the degree of sophistication with which we personalize our approach to teaching varies from one situation to the next for many reasons, not the least of which are district, school and department policies and budgets. All successful examples of personalized instruction DO share four distinct steps which are necessary to this approach. These steps are:

PERSONALIZED INSTRUCTION (Continued)

(1) DIAGNOSING where the student is in his learning pattern and what needs to be learned to complete his mastery of the skill he or she is learning.

(2) PRESCRIBING what the student will do to accomplish the learning task and determining what the teacher must do in order to make the student's learning more efficient and more predictably successful.

(3) MOTIVATING each student to achieve at his or her highest attainable level.

(4) PACING the progress of each student continuously toward an achievable level of learning and toward declared objectives.

As teachers throughout the state have developed their approaches to personalized instruction, several common strategies have surfaced. These strategies have helped to facilitate the practical application of the personalized approach and aided students in gaining the most benefit from this type of instruction. For your reference, here are brief descriptions of three of these strategies:

OPEN ENTRY/OPEN EXIT - In this approach the student may begin or leave the instructional program at any point during the semester. It offers the advantage of allowing a student to enter the program without having to wait until a semester break. When the student enters, he or she can begin at Step One and proceed at his or her own pace rather than trying to catch up with the rest of the class. Finally, when a student reaches the prescribed competency level he or she can be certified and leave the program at any time during the semester.

CONTINUOUS PROGRESS - Essentially, this means that a student progresses through his or her instructional program in a sequential pattern, regardless of time frames. If a student should be absent, or leave for some reason, he or she can return to exactly the same unit. The student has the advantage of not having to worry about catching up with the class. Even if the student is out of the program for a semester, he or she can still return to the same competency, regardless of where the rest of the class may be.

SELF-PACED - Simply stated, this means the student is learning at a rate appropriate to his or her own capabilities. The advantage to the student is that he or she can take as much time as necessary to become competent on a unit without competitive pressure to "keep up" with other students.

The brief description of personalized instruction included in this section is intended only as a working definition to help establish a perspective for CCUBE as it might be applied to a personalized approach.

PERSONALIZED INSTRUCTION (Continued)

This subject is treated in greater depth in the Bureau of Business Education's statement on personalized instruction which was disseminated statewide in the Fall of 1976. A copy of the statement is included in the Appendix to this manual for your reference.

INTEGRATING CCUBE INTO YOUR BUSINESS CURRICULUM

Included in this section are some ideas you may want to consider while planning the integration of CCUBE into your curriculum. Keep in mind that CCUBE was designed to be flexible, it is equally at home in a one-teacher department as in a five- or six-teacher department. Use your imagination and creativity in determining the implementation mode for CCUBE. One of the first questions you may have is, where in the Business Education program should you put it? In which classes should it be taught?

There are two immediate possibilities. First, you may incorporate CCUBE units into existing classes within your department. Second, you may wish to create a new class--perhaps a skills class--in which students have an opportunity to learn all of the competencies of the Common Core in one place before moving on to the more advanced competencies of the Office and Distributive Cores.

In situations where it is better to include the Common Core as part of existing classes, Figure One will be of help. This matrix illustrates some of the possible ways in which CCUBE's 16 competencies might be included as appropriate subject material in classes you currently offer.

Figure One

SUGGESTIONS FOR THE INCLUSION OF CCUBE UNITS IN EXISTING CLASSES

CCUBE UNITS: / EXISTING CLASSES:	Intro. To Business	Personal Typing	Intermediate Typing	Consumer Problems	Business Law	Data Processing	Exploratory Work Experience	General Work Experience	Typing I	Typing II	Business Machines	Business Records	Business Math	Accounting I	Accounting II	Shorthand I	Shorthand II	Office Procedures	Clerical Services	Cooperative Office Ed.	Merchandising	Business Management	Cooperative DE	Pers. Dev. - Modeling
Adding Machine											X	X	X	X					X		X			
Data Processing	X					X								X				X	X					
Grooming	X						X	X			X							X			X	X	X	X
Handwriting	X											X						X	X					
Instructions	X	X	X	X	X		X	X	X			X		X				X	X		X			
Job Applications	X						X	X			X						X	X	X	X	X	X	X	
Making Change	X			X			X	X				X	X	X					X		X		X	
Math Computations	X							X			X	X	X	X							X		X	
Oral Communications	X						X	X									X	X	X	X	X	X	X	X
References, Manuals, etc.	X			X	X							X		X			X	X	X	X	X		X	
Simple Business Records	X					X					X	X		X				X	X	X	X			
Sorting, Checking & Verifying	X					X					X	X						X	X					
Spelling	X	X	X						X	X		X				X	X	X	X	X			X	
Telephone	X			X							X	X				X		X	X	X	X	X	X	
Working With People	X						X	X			X	X						X	X	X	X	X	X	X
Written Communication	X			X	X			X		X	X	X				X	X	X	X	X	X	X	X	

INTEGRATING CCUBE INTO YOUR BUSINESS CURRICULUM (Continued)

Here is another question you might ask: What about units in which we already have a successful program? Do we have to scrap something we know already works in order to implement CCUBE?

Here again, CCUBE's flexibility saves the day. While all of the CCUBE units, as a group, are designed to provide a complete basis for the Common Core, any individual unit may stand independently. You have the option of utilizing CCUBE as a complete package or as a source for any individual unit you may need.

This kind of flexibility helps in another way. You may feel there is a need to incorporate the entire CCUBE program, but find such a change-over too enormous an undertaking at this time. Because of CCUBE's structure, it is entirely possible to incorporate a few units at a time, giving you a more manageable way of handling the transition.

Obviously, there are many other possibilities for integrating CCUBE into your business education program and many of these are covered in the following sections of the manual. The key, however, to the successful integration of CCUBE into your program is to remember that it is YOUR program. YOU are the determiner of how CCUBE can best supplement your business education curriculum.

STAFF REQUIREMENTS

Planning staff requirements for CCUBE necessitates taking a new look at your role as a teacher and as a member of the department staff. With the institution of any new program, you will experience a certain amount of trial-and-error exploration to find the best way of achieving your instructional goals. This requires individual flexibility and a willingness among staff members to share the responsibilities necessary for getting the job done.

Most important to a successful effort by the department's staff will be communication and cooperation. Only through communication and cooperation can program continuity be achieved. Also, a willingness to communicate and a receptiveness to constructive criticism will increase your awareness of the instructional process and your role in that system.

Motivation and understanding are also important to your success. If implementing CCUBE is your baby, don't expect other staff members to share your enthusiasm for the project until they understand what is going on and what their role in the program is going be be. Remember, also, ideas are everywhere, so get the whole staff involved. Someone else in the department may just have the answer you are looking for. Experience has shown that the enthusiastic department has the greatest chance for success.

Obviously, teacher-to-student ratios are important when determining staff requirements. The CCUBE Task Force recommends that, in an ideal situation, there is one staff member for each fifteen students. When

STAFF REQUIREMENTS (Continued)

your class size exceeds 15, you should consider using "aides." This probably means you are going to need additional help.

For this purpose, you will most often utilize paid adult aides and/or nonpaid student aides. Parent volunteers are another possible source. Remember, however, volunteers may have other personal responsibilities which, from time-to-time, may take priority over their role in your classroom. The key here is to understand their problems. Also, be sure they understand your problems and the importance of the task they are undertaking in agreeing to assist you.

Peer instruction is another excellent source of classroom assistance. Using students who have achieved success in particular units may be of great help to students having difficulty with those units.

Some schools offer credit to students who serve as aides. This system offers benefits to both the student receiving help and to the student aide.

Priorities for the use of your time are a MUST in successfully implementing CCUBE. Paper shuffling may be one of the biggest hazards you will encounter, so plan ahead to make the best possible use of everyone's time. Determine in advance who will have the responsibility for specific tasks. If you utilize aides, spell out the jobs each of them is to do. When it comes to record keeping, you may well require the students themselves to accept some of the responsibility for getting the job done. Here are a few examples of the kinds of jobs you may assign to aides:

ADULT AIDES:

- Monitors testing area
- Checks tests in and out
- Grades tests
- Checks equipment in and out
- Checks materials in and out
- Issues working papers
- Inventories supplies
- Records credit and grades
- Takes roll
- Assists students in rotation to next unit

STUDENT AIDES:

- Answers questions
- Serve as tutors
- Grades jobs and activities
- Checks equipment in and out
- Checks materials in and out
- Issues working papers
- Types and reproduces new materials
- Helps set up equipment
- Helps keep supplies in order

CONTENT OF CCUBE MATERIALS

There are essentially five types of materials which may be included in each of the 16 CCUBE units. These include: Teacher's Guides, Student Manuals, Student Working Papers, Pre- and Posttests and Quizzes, and Electronic Media Presentations. Each of these is described below. At the conclusion of this section you will find a matrix illustrating which types of materials are found in each of the units.

TEACHER'S GUIDE - Each unit includes a Teacher's Guide which provides specific strategies for that unit, as well as suggestions for the use of the materials and media. A thorough reading of the Teacher's Guide for each unit you plan to implement should be considered a MUST.

STUDENT MANUAL - This is a nonconsumable (reusable) booklet presenting the material to be learned. It directs the student through the unit's activities and jobs and is designed to bring the student to competency level for each unit.

WORKING PAPERS - These are consumable materials used in completing the jobs and activities described in the Student Manual.

PRE/POST TESTS AND QUIZZES - Each unit may contain optional diagnostic pretests, posttests, alternate posttests, teacher answer keys, and student answer sheets. Additionally, some pre- and posttests utilize audio tapes or filmstrips.

ELECTRONIC MEDIA - Many units make use of audio tapes and/or filmstrip/tapes (or slide/tapes - your option). These presentations may bring out-of-classroom experiences to the student or may provide illustrated how-to-do-it instructions for a particular skill. Also, some activities, jobs, and tests are given through electronic media presentations.

Figure Two

ELEMENTS OF CCUBE UNITS

CCUBE UNITS: / ELEMENTS:	Teacher's Guide	Student Manual	Working Papers	Pretest	Quizzes	Posttest	Optional Posttest	Answer Keys	Filmstrip/Tapes	Audio Tape Pres.
Adding Machine	X	X	X	X	6	X	X	X	1	
Data Processing	X		X	X	4			X	2	1
Women's Grooming	X	X	X	X		X		X	5	
Men's Grooming	X	X	X	X		X		X	3	
Handwriting	X	X	X	X		X	X	X	1	
Instructions	X	X	X	X		X	X	X		2
Job Applications	X	X	X	X		X		X	1	
Making Change	X	X	X	X		X	X	X		5
Math Computations	X	X	X	X		X	X	X		
Oral Communication	X	X	X	X		X		X		1
References, Manuals, Directories, Catalogs	2	2	X	2		2	2	X		
Simple Business Records	X	X	X	X		X	X	X		
Sorting, Checking & Verifying	X	X	X	X		X	X	X		4
Spelling	X	X	X	X	2	X	X	X		5
Telephone	X	X	X	X		X		X	1	
Working With People	X	X	X	X		X	X	X	1	2
Written Communication	X	X	X	X		X	X	X		3

REPRODUCTION OF MATERIALS

CCUBE Student Manuals, Quizzes and Tests, and Student Working Papers were designed and printed for ease of reproduction. This section offers some suggestions on planning for the reproduction of these materials. The complexity of the reproduction task depends on the size of your classes and the number of units you plan to implement. Whatever the number, your job will be much easier if you carefully organize the task and begin reproduction as far in advance as possible.

The CCUBE Task Force recommends you begin the reproduction of materials at least two to three months prior to implementation. This time frame is particularly critical if you plan to implement the entire CCUBE package.

The first step in the reproduction process should be to determine how many copies of the materials in each unit you will need. This number will, of course, vary depending on class sizes and the number of students you anticipate will be working on each unit at the same time. If students are working in groups or as an entire class, you will need more copies of each unit than you will in a completely personalized program where no more than four or five students will be working on any one unit at the same time. Remember also, some elements such as Student Manuals, are reusable and require fewer copies than consumable parts such as Working Papers.

To help you in determining the quantities of each part you will need, a matrix has been designed which lists each unit by its elements and provides a blank space to fill in the quantity of each element to be reproduced. A blank copy of this matrix is provided in the Appendix for your use. The sample matrix in Figure Three was prepared at a CCUBE Test Site School for a typical class of 30 students in a personalized program.

Figure Three

CCUBE MATERIALS REPRODUCTION GUIDE

ELEMENTS TO BE REPRODUCED: / CCUBE UNITS:	Student Manual	Working Papers	Pretest	Quizzes	Posttest	Optional Posttest	Filmstrip/Tapes-Sets	Audio Tapes-Sets
Adding Machine	10	40	30	30 ea.	30	30	2	
Data Processing	10	40	30	30 ea.			1	2
Women's Grooming	10	40	30		30		1	
Men's Grooming	10	40	30		30		1	
Handwriting	10	40	30		30	30	2	
Instructions	10	40	30		30	30		3
Job Applications	10	40	30		30		2	
Making Change	10	40	30		30	30		2
Math Computations	10	40	30		30	30		
Oral Communications	10	40	30		30			3
References, Manuals, etc.	10	40	30		30	30 ea.		
Simple Business Records	10	40	30		30	30		
Sorting, Checking & Verifying	10	40	30		30	30		2
Spelling	10	40	30	30 ea.	30	30		3
Telephone	10	40	30		30		2	
Working With People	35	40	30		30	30	1	2
Written Communication	10	40	30		30	30		3

REPRODUCTION OF MATERIALS (Continued)

The actual reproduction process you use will depend on the equipment or duplication service available to you. The CCUBE Task Force strongly recommends offset printing. Offset may be more costly, in some cases, than other forms of duplication; but, it has the great advantage of being more readable--and thus more usable--than the results of other printing methods.

An alternative printing process which may be less costly would be a form of stencil mimeograph, preferably one which utilizes a photographic or electronic mastering system. Since CCUBE materials include many illustrations and graphics, it would be extremely difficult, and a time consuming task, to attempt creating a master by a method which does not use a photographic process.

A third duplicating process still used in some schools is spirit duplicating. The CCUBE Task Force strongly advises against using this method of reproduction because the results are often very difficult to read and mastering for this process would necessitate eliminating most of the illustrations and graphics.

Your master set of CCUBE materials was printed back-to-back. It is suggested that you reproduce the materials in the same way to conserve paper. It is also strongly recommended that you take good care of your master set of materials so it will be readily available for future use. It is a good idea to clearly label your master set and store it in a safe place.

After printing comes the collating process. Because of the many elements in each unit, this project requires a little planning before you begin. Depending on the number of units you are reproducing, it may also be a massive undertaking. So, it would be a good idea to recruit some help in collating the materials.

Your master set of materials will be properly collated when you receive them. It would be a good idea to note the way in which your master set is collated before you disassemble it for reproduction. You might even code the parts of your master set with a nonreproducing blue pencil (VENUS Sky Blue, for example) so you can use the master set as a guide for assembling your reproduced copies.

Another idea which could save money is to laminate, or at least provide hard cover, for nonconsumable (reusable) elements such as Student Manuals. Obviously, the longer you can make use of a set of materials, the less reproduction you will need.

You might also consider the use of colored paper to code the various types of materials. For example, you may wish to make all Tests pink, Student Manuals blue, and Working Papers white for easier classroom management.

REPRODUCTION OF MATERIALS (Continued)

Reproduction of your CCUBE materials is going to require considerable planning. Don't be surprised if, even after careful planning, you find yourself with a shortage or an overage of any particular element. Be sure to make a note of any such problems you encounter, though, so you can take them into consideration the next time you reproduce the materials.

USING CCUBE MATERIALS

Specific suggestions for the use of CCUBE materials are included in the Teacher's Guide to each unit. The CCUBE Task Force strongly urges you to take the time to carefully read all suggestions and consider the alternate strategies you will find in the Guides. At the same time, go through the student materials to familiarize yourself with the process from the student's point of view. Your complete knowledge of the contents of all the materials you plan to use will eliminate the possibility of any surprises in the classroom when you start the program.

After you have become familiar with CCUBE, you may wish to supplement the system with materials from other sources along with activities you have developed. You may also want to plan additional extra credit assignments to accommodate students who may finish all of the units before the end of the semester or year.

EQUIPMENT AND FACILITIES

Equipment:

The types and quantity of equipment you will require for implementation of CCUBE depends on several variables. As a planning aid, the Task Force has compiled a list of the MINIMUM equipment necessary for the implementation of the entire CCUBE system. For a typical class of 30 students where personalized instruction is utilized, the Task Force recommends:

- 4 - 6 cassette tape players
- 2 - 4 cassette tape player/recorders
- 2 - 4 slide/tape or filmstrip/tape playback systems
- 3 - 5 headphone junction boxes
- 8 - 14 headphones (at least one per playback unit)
- 5 - 10 ten-key calculating machines

You will also need adequate file cabinets for storing printed materials and a "locking" storage cabinet for securing media and equipment.

Additionally, several types of supplies are necessary. Typically, these are staplers, scissors, pens, pencils, and "play" money. The Teacher's Guide to each unit lists required supplies and indicates where and how they are to be used.

Equipment (Continued)

Other equipment items are considered optional. These include typewriters, a cash register or cash boxes, and a Teletrainer. After trying the units you are implementing, you may choose to include these items or others which you consider valuable to the instructional process.

This would be an appropriate point to pass along a few observations on purchasing media equipment you may not already have in your department. Most important, be sure the equipment you buy is going to do the job, and keep on doing it for a while...at least five years. You should select equipment which is easy for students to use. Of course, sturdy equipment is a MUST for the classroom. Equally important, think about the availability of service. Even the best equipment will fail occasionally when subjected to the rigors of classroom use, so it is a good idea to know where to send an inoperative slide projector or tape player for quick service.

Some equipment failures can be repaired by you in the classroom and some failures can be avoided entirely if you and your aides perform some periodic preventive maintenance. A burned-out projector bulb, for example, can be changed quickly and will cause only a few minutes of delay, IF you remember to maintain a supply of spare bulbs. Dirty tape heads in your cassette players can destroy your cassettes. If your players are in use regularly, clean the tape heads at least once a week with tape head cleaner and a cotton swab (Professionals use Isopropyl Alcohol--it works as well as the special solutions and costs about one-fourth as much). Don't let the technically difficult sounding job of cleaning tape heads scare you; cleaning the heads on each player should take you about one minute once you get the hang of it. Finally, read the operating manual that comes with each item of equipment. It will probably provide some tips on making the equipment last longer and may have a "troubleshooting" guide to help you solve the little problems you can cure yourself.

Unless you have some experience with electronic media equipment, the prospect of handling and purchasing it may seem a little overwhelming. If your district employs a media specialist, get some expert advice. Or, talk to someone you know in the district who has some experience with this type of equipment. Also, most large metropolitan areas in California have at least one audiovisual equipment supplier and all of the major suppliers have salespeople covering the outlying areas. Most of these people are specialists in both the equipment they sell and the application of that equipment in school situations. Get them to visit your school and make some suggestions based on your needs.

EQUIPMENT AND FACILITIES (Continued)

Media Equipment Specifications:

All CCUBE visual media presentations are available to you in two forms: slide/tapes and filmstrip/tapes. In either case, the visual materials are accompanied by a cassette audio track with preprogrammed, frame-change pulse-cues for automated playback. The synchronizing pulses are compatible with industry standards:

SLIDE/TAPES - 1 KHz off-track tones
FILMSTRIP/TAPES - 50 Hz on-track tones

There are no preprogrammed automated "Stop" cues.

You may find these specifications handy when discussing your equipment needs with an A-V supplier. You will find most slide/tape and filmstrip/tape playback equipment sold today to be compatible with these standards. Be sure to double check, however, as there are some types of playback devices which may not be compatible.

If you don't already have playback equipment, you may be wondering which would be a better choice: filmstrip/tape or slide/tape. Both will do the job nicely, but there are some distinct advantages and disadvantages to each. For example, filmstrip/tapes and the necessary playback equipment are generally less expensive than the comparable slide/tapes and slide/tape playback equipment.

Filmstrip/tape playback equipment is usually more portable. On the other hand, slide/tape playback equipment tends to be a little more rugged. The slides themselves tend to last longer than filmstrips under the rigors of classroom use. Slide/tape equipment also offers you the distinct advantage of using presentations you can produce yourself. You might even find it desirable to personalize a CCUBE slide/tape by changing or adding a few slides of your own. This, of course, is impossible to do with a filmstrip.

Facilities:

The facilities you use are also governed by many factors, not the least of which are budget and existing rooms. Layout plans of the facilities used in the three CCUBE Test Sites are included in the Appendix to give you some ideas. You may find no changes at all are necessary, but here are a few things you should consider when implementing CCUBE using personalized instruction as a teaching strategy:

STORAGE AND MATERIALS CHECKOUT AREA - Provision should be made for equipment and materials storage. The room or cabinets should be secure while still providing easy access for students checking materials or equipment in or out.

STUDENT STORAGE AREA - It is a good idea to provide space for students to store materials they are currently working on. You may wish to assign shelf space and/or provide removable bins or baskets for this purpose.

Facilities (Continued)

TESTING AREA - A reasonably quiet area which is realtively easy for you or your aide to monitor should be set aside for testing. Some schools find study carrels ideal for this application.

MEDIA AREA - It may be desirable to set aside another fairly quiet area for viewing and listening to media. If headphones are used, several students may use the area at the same time. Again, many schools find study carrels appropriate for media viewing areas. Be sure the area you select for this purpose has ample power outlets for the equipment to be used there.

MACHINE AREA - Adding machines and typewriters can be distracting, so it might be a good idea to set aside an area specifically for machines. This also lessens the likelihood of equipment damage because of frequent movement from area to area. Again, be sure to select an area where electrical outlets are available.

SMALL GROUP AREA - Group discussion between several students working on the same unit is often beneficial. An area physically separate from the rest of the room allows this discussion to go on without disturbing other students.

GROUP CLUSTER AREAS - It is often desirable to have students regularly working in groups but on separate units. If you plan this type of approach, working areas for these groups should be provided in your room plan.

GRADING AREA - A regularly attended area should be set up where students can bring activities, jobs, quizzes, and tests for correction or grading.

Special care should be taken to place the various work and storage areas in such a way as to minimize and simplify traffic flow through the room. As we mentioned before, noise control and the availability of electrical outlets are important to consider while developing a room plan. Consideration should be given to incorporating a model office facility into your layout if one is planned now or in the future.

Whatever your ideas, plan them out on paper before you start moving furniture and buying equipment. Quarter-inch graph paper comes in handy for this purpose. If you encounter problems in planning, you will find sales representatives from furniture and equipment suppliers a good source of suggestions, as well as information about new equipment and furniture available to you.

CLASSROOM MANAGEMENT

Organizing day-to-day activities is a key factor in successfully implementing CCUBE. If you carefully plan the management of such functions as paper flow, student record keeping, and student rotation through CCUBE units, you will be in a better position to take advantage of the benefits the system has to offer.

By now, you have probably noticed the term "paper flow" is repeated frequently in this Strategy Manual. If, because of that repetition--or from personal experience--you have concluded that the distribution and handling of instructional materials and the maintenance of student records are critical to the success of your program, YOU ARE RIGHT!

Careful planning of paper flow, prior to initiating the program, will pay off in fewer hassles and a smoother running program. Here are a few things to think about:

- If you plan to color code materials, design a system that will simplify the students' use of materials, is consistent from unit to unit, and will assist you and your aide in monitoring student usage and activity. (i.e., If all written components are printed on different colors of paper, the teacher or aide can tell at a glance which students in the class are taking tests, doing activities or jobs on the "working papers," or are reading student manuals, etc.)

- Plan the physical checkout and return of materials so you can keep track of where things are. The system you select should allow students to move through their unit and from one competency to the next with a minimum amount of difficulty. You may wish to assign an aide with the checkout and return responsibilities. In any case, you will need some assistance with this function.

- Establish a system for student record keeping. This should include a method for recording the units students have completed along with the grade or credit they have earned. The date each unit was started and completed may also be of value in determining future grading and credit requirements.

- Design a wall chart or some other means of keeping students abreast of their progress. This can be a valuable motivation tool because it clearly shows the student how much he or she has accomplished and how much remains to be done. Aides or your students can be given the responsibility of keeping the progress charts up to date.

- Develop a system of role taking and assign the responsibility for seeing that the system is maintained. In many cases, aides can assume this job. If you are going to use a time clock, design appropriate time cards and the necessary attendance recording procedures.

- The field test sites found CCUBE Unit Guides to be beneficial to their students' orderly progress. This is simply a checklist prepared for each unit, listing the steps the student must go through to complete that unit. Sample Guides for some of the CCUBE Units are included in the Appendix.

- Establish a system for reporting and repairing equipment failures. This need not be elaborate, but it should work effectively, since the failure of one piece of equipment can slow the progress of several students.

Student motivation should be an important part of your classroom management system. A complete and well-planned student orientation during the first week of class is essential, particularly if personalized instruction is new to your students. The CCUBE Student Orientation filmstrip/tape will help with this job. The filmstrip/tape is designed to familiarize students with personalized instruction and motivate them by illustrating the importance of developing employable skills.

You can hang another type of motivator on your classroom wall. Charts, like the student progress chart we mentioned earlier, remind students of the success they have achieved and show them what remains to be done. A Work Habits chart can have a similar effect. Some teachers have found a Time Motivation chart, showing the number of days remaining in the semester, a good stimulus for student self-motivation. A combination of Time Motivation charts and Student Progress charts clearly alerts students to the importance of making good use of their time.

As you can see, the whole idea of preplanning classroom management is to provide an organized, almost automatic, system for dealing with day-to-day classroom mechanics. The benefit to providing such a system is equally obvious: it allows you, the teacher, more time to do the job you came to do, TEACH! The list below identifies additional classroom management techniques you may wish to incorporate into your program:

- Carefully plan and describe the duties and responsibilities of classroom aides and resource students. These details should be worked out with everyone in the department so that the system is consistent throughout the program. (See STAFF REQUIREMENTS)

- If you are implementing an open-entry/open-exit program, determine the classroom management strategies you will use to control the unique aspects of this approach. (i.e., When a new student enters your class in midsemester, his first activity might be to view the "Student Orientation" filmstrip/tape, etc.)

- Determine the best sequence of student progress through the CCUBE units. This will be governed, to some extent, by the number of students and the equipment and facilities available. You should also consider the motivational advantages of providing a schedule which sequences the more strenuous units (Business Math, for instance) with mechanical skill competencies (like Adding Machine) and the "activity" units (Grooming or Job Applications).

- Some teachers have found a "contract system" successful. Under this system, the student enters into a contract with the teacher to do a certain amount of work in a given length of time. If the contract is completed at the time agreed upon, points or credits are given and a grade for the quality of work is immediately assigned. If you enter into this system, you may wish also to request a parent's signature on the contract so all concerned will clearly understand your system of grading or assigning of credit. This type of program is particularly valuable when variable credit or pass/fail grading methods are employed.

It all comes together during the first week of class. In those four or five days, you must establish a classroom atmosphere, daily work procedures, and student attitudes. In short, you establish the pattern for the semester or year. For this reason, you should give some serious thought to the activities of the first week. Consider all of the aspects of the classroom management system you have developed and determine what communication and activities will get things started in the right direction. A First Week Checkoff List may help you to organize the orderly presentation of your material. The sample in Figure Four is a general list you might wish to use as a guide for preparing your own specific list.

Figure Four

FIRST WEEK CHECKOFF LIST

_____ (1) Introduce yourself to your students...Tell them what kind of behavior you expect from them in class.

_____ (2) Introduce your program...Tell them how CCUBE came about and what it can do for them (You may wish to do No. 11 at this point).

_____ (3) Explain the procedures involved in various activities...Roll taking, materials and equipment checkout, etc.

_____ (4) Explain the various elements of the units they will be working with...Student Manuals, Working Papers, Tests, Jobs and Activities, and Media.

_____ (5) Explain the various charts you may be using...Progress Charts, Work Habits Charts and Time Motivation Charts.

_____ (6) Explain testing procedures...How to check out tests, where to take tests, and where to return tests for grading.

_____ (7) Discuss tardy procedure and other related topics.

CLASSROOM MANAGEMENT (Continued)

_____ (8) Assign work areas, storage bins, etc.

_____ (9) Explain grading and credit system.

_____ (10) Introduce all of the units they will be working with.

_____ (11) Show CCUBE Student Orientation Filmstrip/Tape and discuss.

_____ (12) Demonstrate the operation of media equipment and the importance of proper usage.

_____ (13) If you are dividing the class into groups, assign groups and appoint group leaders.

_____ (14) Begin instruction.

This checkoff list is a composite of ideas used in several schools employing personalized instructional methods. It is a general guide and may not include some of the specific items you will need to cover in your particular situation.

GRADING AND CREDIT

It is not the intention of the CCUBE Task Force to suggest a grading system for your particular situation. Instead, the Task Force has provided information to assist you in determining which is the most appropriate system for your use. The Teacher's Guide to each unit will have suggestions for the unit's minimum performance standards. This information (stated as a percentage) combined with the time required to complete the unit, will give you a basis for establishing grades or point values for credit. The chart in Figure Five identifies the average time (in clock hours) required by students to complete each unit. This information was compiled at the CCUBE Test Sites during field testing of the project.

Figure Five

AVERAGE TIME FOR COMPLETION OF CCUBE UNITS

UNIT		CLOCK HOURS
ADDING MACHINE		12
DATA PROCESSING	(Classroom phase only)	2 - 5
WOMEN'S GROOMING		10 - 15
MEN'S GROOMING		5 - 8
HANDWRITING		5 - 6
INSTRUCTIONS		10 - 12
JOB APPLICATIONS		12
MAKING CHANGE		5
MATH COMPUTATIONS		10 - 12
ORAL COMMUNICATION		4 - 5

GRADING AND CREDIT (Continued)

UNIT	CLOCK HOURS
REFERENCES, MANUALS, DIRECTORIES, AND CATALOGS	8 - 12
SIMPLE BUSINESS RECORDS	10 - 12
SORTING, CHECKING AND VERIFYING	8 - 10
SPELLING	5 - 8
TELEPHONE	2 - 3
WORKING WITH PEOPLE	12 - 15
WRITTEN COMMUNICATION	Up to 25 hours if entire unit is completed

As with grading, the minimum performance standards for each unit and the time required to complete each unit, as shown in Figure Five, will provide a basis for determining the allocation of credit. In a traditional credit system, you will be able to determine the appropriate amount of credit for each CCUBE unit you choose to employ based on the approximate time required for completion.

Some departments, employing a form of personalized instruction, have found the variable credit method to be a valuable asset to their programs. They have found that variable credits enhance self-paced and continuous progress instruction, particularly in an open-entry/open-exit system. There are several possible approaches to the variable credit method. You may find it valuable to explore several options with other members of your department before adopting a particular system.

In addition to grades and credits, another form of recognition for student achievement has proven successful in many schools. These schools have included the issuance of a certificate of completion for the Common Core. In most cases, these certificates certify that the student has attained at least a minimum acceptable performance standard in each of the 16 Common Core competencies. Students appreciate the recognition of their achievement and find the certificates valuable as a means of proving their abilities to potential employers.

MANAGEMENT OF STUDENT RECORDS

The system you develop for maintaining student records need not be complex. When you plan the system, decide what information is necessary, then design a procedure for recording and storing that information in a manner which requires a minimum of paper work.

The actual recording of units completed, grades, and credit allocated should require a minimum amount of staff time. You should be able to keep the records current without you or your aides spending long hours updating them. Examples of some successful record keeping systems have been included in the Appendix. If you feel your system needs improvement, you may wish to take a look at these examples.

MANAGEMENT OF STUDENT RECORDS (Continued)

Essentially, there are two benefits to maintaining accurate and complete records. First, if a student should reenter your program, the work that student has already done can be quickly verified. Teachers conducting an open-entry/open-exit program find this capability extremely valuable. Second, when a student applies for a job and the potential employer asks for verification of the student's ability, certificates of competency can be verified with specific information as to what units/competencies were taken and what level of skill the student achieved in those units.

In order to provide these benefits, student records must be maintained at least until graduation. Many schools keep the records for a year or two after graduation to aid graduates who may require the information when applying for a job.

APPENDIX

The materials and forms included in this Appendix were assembled to aid you in developing a management strategy for the implementation of CCUBE into your department's program. You may duplicate and use any part of the Appendix that may be helpful to you.

One final suggestion, you may find it valuable to attach the Teacher Guides from each of the CCUBE units to this Appendix. In this way you will be able to keep all of the materials associated with the management of CCUBE at your fingertips for easy reference.

Business Education **Fact Sheet**

BUREAU OF BUSINESS EDUCATION CALIFORNIA STATE DEPARTMENT OF EDUCATION

PERSONALIZED INSTRUCTION

What is personalized instruction?

In the traditional classroom, students are expected to pace their learning according to the teacher's schedule of presentation. The pace of instruction chosen by the teacher may be too slow and prove no challenge whatsoever to some students; while to others, it may be too fast and prove frustrating, even impossible.

This unfortunate situation occurs because all learning is a personal, individualized experience for the learner. Instruction may be given to groups of students, but all students learn as individuals. To explain, each person's readiness for, and style of, learning is governed by factors peculiar to himself--factors such as motivation, aptitudes, abilities and background. Only readiness for learning dictates the pace at which an individual can progress in a course of study. And his style of learning will determine the type of educational experience which will enable him to "receive" the instruction offered.

To meet the needs of students, teachers are moving to personalized instruction. Personalized instruction is defined as a teaching strategy that (a) permits students to progress at their own learning rate, and (b) includes one or more of the following elements:

- Individually prescribed learning activities based upon pretesting or precounseling.
- Periodic progress checks and evaluation, after relatively small units of learning, performed either by the student, the teacher and the student or groups of students and based on identifiable performance goals.
- Presentation of subject matter by means of hardware and/or software systems utilizing innovative materials and techniques such as unipacs, learning activity packets, content packages, written programmed modules, task simulation projects, integrated exercises, film loops, tape cassettes, motion picture films, slides, videotapes, group sessions, field trips, community classroom and individual projects, etc.

What is the teacher's role in personalizing instruction?

Personalized instruction is education custom tailored to fit a specific learner. It is a means of achieving learning successfully, economically, and predictably. It does not mean that each student must work individually and it does not have to be different for each student!! It

What is the teacher's role in personalizing instruction? (continued)

just has to be appropriate for each learner! Personalized instruction is based upon the premise that there is no one "best" way for all people to learn and that there are, instead, alternatives for learning. These alternatives may or may not be different from those of another learner and they may even differ from the same learner according to the objectives to be accomplished. Personalized instruction is characterized by four distinct steps. Climb them to a higher level of learning in all of your classes!

- Diagnosing

  Diagnosing is determining where the student is in his learning pattern and what needs to be learned to complete his mastery of the established objectives. In personalized instruction the major function of the teacher becomes that of diagnosing what is to be learned and determining how far up the ladder each student will begin his/her learning experiences.

- Prescribing

  Prescribing what the learner will do to accomplish the learning task and determining what the teacher must do in order to make the student's learning more efficient and more predictably successful is the second step. This step, in the personalizing process requires great interaction between learner and teacher. Education is what happens to the person who learns. Instruction (or teaching) is what happens between the learner and the teacher. Personalized instruction strengthens and, in fact, depends upon building a one-to-one, eye-to-eye relationship between teacher and learner.

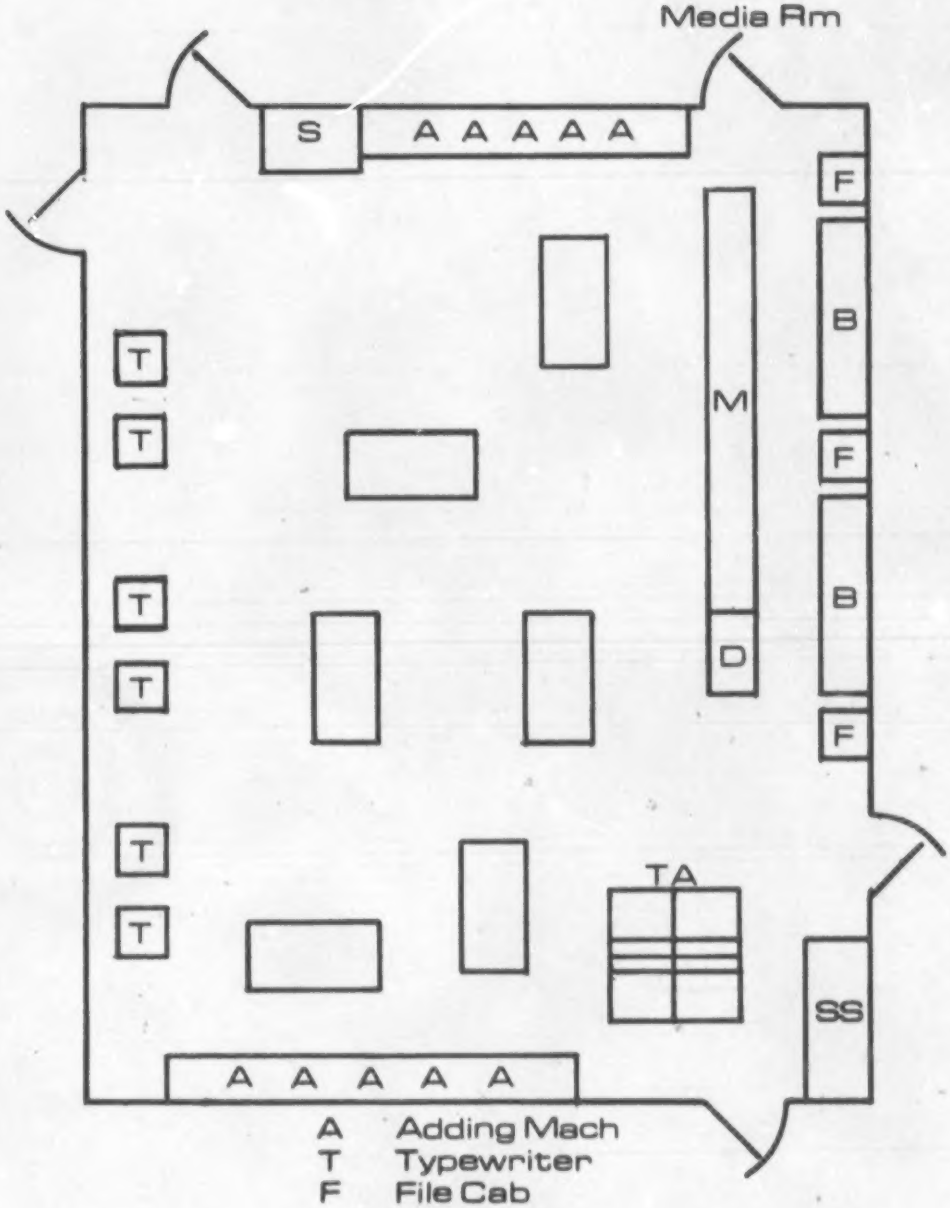
- Instruction

  Instruction is that interaction between the student and the teacher which enables the student to achieve his objectives. The instructional program must be such as to motivate the student to reach the established objectives.

- Evaluation

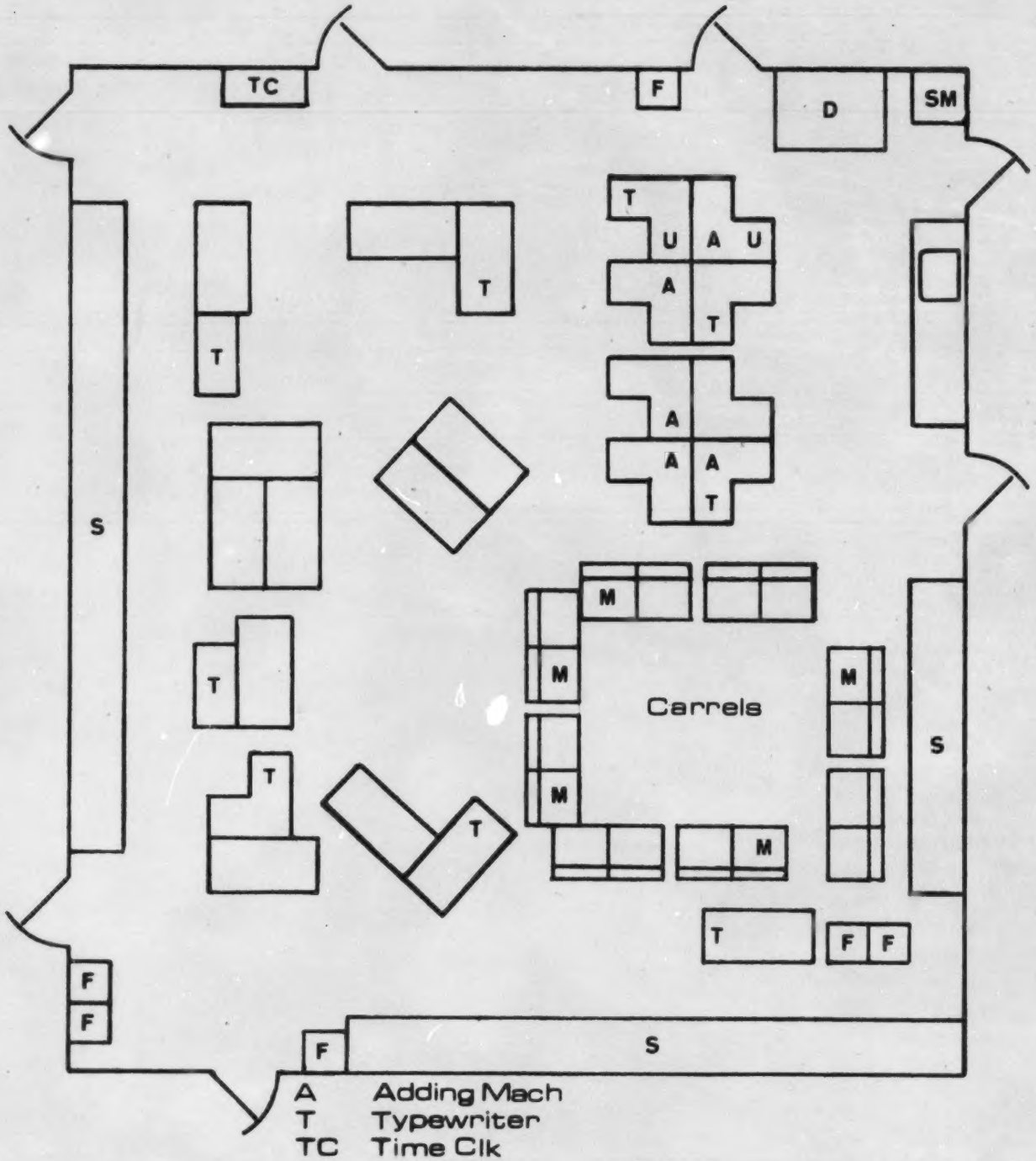
  The instructor must evaluate whether the student has achieved the objectives set. If the student was involved in setting the objectives, evaluation would be the student's determination of whether he achieved the objectives he set. If the student did not reach the objectives, the instructor would repeat the process and diagnose what the student failed to master, prescribe a new program, instruct the student, and then evaluate whether the student reached his objectives this time.

Redwood High School, Visalia



A Adding Mach
T Typewriter
F File Cab
S Storage
SS Student Storage
B Bookcase
D Teacher's Desk
M Corrections & Mat. Counter
TA Test Carrels (4)

El Toro High School, El Toro



A Adding Mach
T Typewriter
TC Time Clk
F File Cab
S Storage
U Cash Reg
D Ditto
SM Stencil Mach
M Media Equip

27

*GUIDANCE SHEET

WOMEN'S GROOMING

GRADING STANDARDS FOR THIS UNIT: You will be graded on the basis of your ability to follow instructions; neatness, completeness, and accuracy of your work; and how long it takes you to complete the unit.

____Step 1: Read Page 1 in your Manual and Working Papers.

____Step 2: Take the Pretest by asking for the Pretest Slide/Tape. Be sure and rewind the tape when you are finished.

____Step 3: Return the Pretest Slide/Tape and have your teacher or aide check your answers.

____Step 4: Read Page 2 in your Manual and follow the instructions there, which tell you to take the Personal Grooming Survey in your Working Papers.

____Step 5: Ask for Slide/Tape Part I. Rewind the tape before returning it to your teacher or aide. Complete Activity 3 in your Working Papers--do all three jobs.

____Step 6: Ask for Slide/Tape Part II. Rewind the tape as usual. Complete Activity 4 in your Working Papers after you have read the instructions in your Manual. Do all three projects.

____Step 7: Ask for Slide/Tape Part III. Rewind the tape as usual when you are finished with it. Complete Activity 5.

____Step 8: Ask for Slide/Tape Part IV. Rewind the tape as usual. Complete Activity 6.

____Step 9: Complete Activity 7. If you need more paper for this activity, use lined paper and attach it to your Working Papers.

____Step 10: Complete Activity 8.

____Step 11: Complete Activity 9.

____Step 12: Complete Activity 10.

____Step 13: Complete Activity 11. Be sure you understand how to figure sales tax and be sure and ask your teacher how much "money" you have to spend.

____Step 14: Complete Activity 12, your Posttest.

CONGRATULATIONS! YOU HAVE COMPLETED THE WOMEN'S GROOMING UNIT

*Redwood High School, Visalia

*GUIDANCE SHEET

MEN'S GROOMING

GRADING STANDARDS FOR THIS UNIT: You will be graded on the basis of your ability to follow instructions; neatness, completeness, and accuracy of your work; and how long it takes you to complete the unit.

____Step 1: Read Page 1 in your Manual, which explains your Pretest. Then take your Pretest, for which you will need a slide/tape. Rewind it when you are finished, and return it to your teacher or aide. Have your teacher or aide check your Pretest.

____Step 2: Ask for Slide/Tape Part 1, as prescribed in your Manual and Working Papers. Be sure and rewind the tape when you are finished.

____Step 3: Complete Activity 1. If you need more paper, use lined paper and staple it to the back of your Working Papers.

____Step 4: Complete Activity 2.

____Step 5: Complete Activity 3.

____Step 6: Complete Activity 4.

____Step 7: Complete Activity 5.

____Step 8: Complete Activity 6.

____Step 9: Ask for Slide/Tape Part II, as prescribed in your Manual and Working Papers. As usual, please rewind the tape.

____Step 10: Complete Activity 7.

____Step 11: Ask for the Pretest Slide/Tape again so that you can complete your Posttest in this final activity.

____Step 12: Give your Working Papers and Manual to your teacher or aide.

CONGRATULATIONS: YOU HAVE JUST COMPLETED THE MEN'S GROOMING UNIT!

*Redwood High School, Visalia

*GUIDANCE SHEET

ORAL COMMUNICATIONS

This guide sheet has been prepared to help you in completing the unit on Oral Communications. You should place a check by each number when you complete that portion of the assignment.

____ 1. Take Pretest.

____ 2. Read pages 1, 2, and 3 in your Student Manual. Do Job 1, page 1 of your Working Papers. Be sure that after you have checked your answers you record the results on page 1 of the Working Papers.

____ 3. Read pages 3, 4, 5, and 6 in your Student Manual. Do Job 2, pages 1 and 2 in your Working Papers. Rewrite each sentence under the short written statement given in Job 2. Be sure to use the five Ws in each sentence you write. Take it to your teacher for grading and then record your results.

____ 4. Read pages 6, 7, 8, 9, and 10 in your Student Manual. Do Job 3, page 3 in your Working Papers. Have your teacher review these sentences when you finish writing them. Be sure to record your results.

____ 5. Read page 11 in your Student Manual. Do Job 4, page 4 in your Working Papers. You will not need to record this Job on a cassette. Place the letter of the correct pronunciation in the space provided at the right of each statement. Have your teacher grade this Job when it is complete and be prepared to read five sentences aloud using the correct pronunciation given.

____ 6. Read pages 12, 13, and 14 in your Student Manual. Do Job 5 in the Working Papers. Let your teacher look at these expressions when you have finished. You only have to do Part 1 in Job 5.

____ 7. Read pages 14, 15, and 16 in your Student Manual. Do Activity 1 in your Working Papers. Have your teacher correct it when you finish.

____ 8. Read pages 17, 18, and 19 in your Student Manual. Do Activity 2 in your Working Papers. Have your teacher check this Activity when you finish.

____ 9. Read pages 19, 20, 21, 22, 23, 24, and 25 in your Student Manual. Do Activity 3 in your Working Papers. Turn this in to your teacher when you finish.

*Redwood High School, Visalia

*GUIDANCE SHEET

ORAL COMMUNICATIONS (Continued)

____ 10. Do Tape Activities 1, 2, 3, and 4. You will need to check out a recorder and cassette from your instructor. When you have finished these Activities turn your Working Papers in to your teacher.

____ 11. You are now ready to take your Posttest. On your Posttest you only have to answer questions 1 through 20. GOOD LUCK!

CONGRATULATIONS! YOU HAVE COMPLETED THE ORAL COMMUNICATIONS UNIT.

*Redwood High School, Visalia

*GUIDANCE SHEET

ADDING MACHINE

In all activities, you will be expected to achieve no less than 90% accuracy.

Obtain a copy of the Student Manual, Working Papers, and Adding Machine Answer Sheets.

____ 1. Take the pretest.

____ 2. Ask your teacher for the slide/tape for adding machines. Be sure there is an adding machine beside your projector. It would be a good idea to use a Victor machine, as it matches the machine in the slides. Be sure and rewind the tape and return the slide/tape to your teacher when you are finished with it and ready to take the slide/tape quiz.

____ 3. Based on this presentation, take the slide/tape quiz.

____ 4. Begin reading in your Student Manual. Follow instructions there for Machine Parts. When you are ready, take the quiz for Machine Parts, Quiz 1.

____ 5. Read page 4 of your Student Manual. Follow instructions there for the touch system. Continue working until you come to page 15, Activity 6. This is where you will begin writing your answers in your answer sheets. Complete Activity 6, Business World Problems--Addition.

____ 6. Complete Activity 7--Practice on Subtraction.

____ 7. Complete Activity 8--Business World Problem--Subtraction. Write your answer in your answer sheet.

____ 8. Complete Activity 9--Practice on Subtotal and Non-Add Keys.

____ 9. Complete Activity 10--Business World Problems--Subtotals. Write your answers in your answer sheet.

____ 10. Complete Activity 11--Practice on Multiplication.

____ 11. Complete Activity 12--Business World Problems--Multiplication. Write your answers in your answer sheet.

____ 12. Complete Activity 13--Practice on Adding and Subtracting with Decimals.

____ 13. Complete Activity 14--Multiplication with Decimals.

____ 14. Complete Activity 15--Business World Problems--Decimals. Write your answers in your answer sheet.

____ 15. Take Posttest 1. If you do not receive a passing grade (A-D), take Posttest 2.

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ADDING MACHINE

	START	FINISH	Pretest	Media Test	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6	Posttest	Evaluation	GRADE	

SIMPLE BUSINESS RECORDS

	START	FINISH		Pretest	Application Activity 1	Timed 15 min. Math Activity 2	Social Security Activity 3	Withholding Activity 4	Sales Slip to Correct Activity 5	Symbols and Abb. Activity 6	Sales Slip Activity 7	Summary Sheet Activity 8	Telephone Message Activity 9	Inventory Sheets Activity 10	Purchase Order Activity 11 Type	Invoice Activity 12	Return Good Voucher Activity 13	Bank Deposit Activity 14	Posttest	Evaluation		GRADE		

INSTRUCTIONS

	START	FINISH		Pretest	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Activity 5	Activity 8 (✓)	Activity 9	Activity 10 (✓)	Activity 11	Activity 12	Posttest	Evaluation		GRADE			

ADDRESS _____ PHONE NUMBER _____ DATE of BIRTH _____ _____

PARENT or GUARDIAN _____ OCCUPATION of PARENTS _____

RECORD OF BUSINESS TRAINING

Fundamental Skills	date start	date comp.	grade	credit
1. Adding				
2. Charm - working with people				
3. Checking, sorting, verifying				
4. Data Processing				
5. Following Instructions				
6. Handwriting				
7. Job Applications				
8. Making Change				
9. Math Computations				
10. Oral Communications				
11. Reference Materials				
Manuals				
Telephone Directory				
Zip code				
12. Simple Business Records				
13. Spelling				
14. Telephone Techniques				
15. WrittenCommunications				

OUTCOME

SKILL	date start	date comp.	grade	credits

BUSINESS LAB SKILLS

Name_____

Period_____

Date Started	Points Per Unit	Units	Units Completed	Date Completed	Grade
_____	10	Handwriting	_____	_____	_____
_____	15	Reading Instructions	_____	_____	_____
_____	25	Filing	_____	_____	_____
_____	30	Ten Key	_____	_____	_____
_____	20	Writing Business Reports	_____	_____	_____
_____	20	Grooming	_____	_____	_____
_____	25	Reference Materials	_____	_____	_____
_____	10	Checking and Sorting	_____	_____	_____
_____	20	Telephone	_____	_____	_____
_____	20	Math	_____	_____	_____
_____	25	Simple Business Records	_____	_____	_____
_____	10	Payroll	_____	_____	_____
_____	15	Spelling	_____	_____	_____

Teacher:_____

Presently working on:_____

CCUBE MATERIALS REPRODUCTION GUIDE

ELEMENTS TO BE REPRODUCED: / CCUBE UNITS:	Student Manual	Working Papers	Pretest	Quizzes	Posttest	Optional Posttest	Filmstrip/Tapes-Sets	Audio Tapes-Sets
Adding Machine								
Data Processing								
Women's Grooming								
Men's Grooming								
Handwriting								
Instructions								
Job Applications								
Making Change								
Math Computations								
Oral Communications								
References, Manuals, etc.								
Simple Business Records								
Sorting, Checking & Verifying								
Spelling								
Telephone								
Working With People								
Written Communication								